DOCUMENT RESUME

ED 182 377 UD 020 102

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TITLE Report of the High School Articulation Project.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE Sep 79
NOTE 65p.; Not available in paper copy due to reproduction quality of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Articulation (Program); Bureaucracy; *Educational Counseling; Feeder Programs; High Schools; *Interinstitutional Cooperation; Junior High Schools; *Program Evaluation; Race Relations; Student Promotion
IDENTIFIERS *New York (New York)

ABSTRACT

The administrative process related to the transition of students from intermediate or junior high school is called articulation. Articulation has several stages: identifying student interests, needs and abilities; getting information to students and parents; helping students apply to the school of their choice; informing students and parents of rejections and acceptances; checking and forwarding student records; and designing students' individual programs for the first term of high school. The primary objectives of this study of articulation in the New York City Public Schools are: (1) to identify articulation strengths and problems; and (2) to make recommednations for improving the articulation process. A major finding of this study is that many parents, students and staff are dissatisfied with articulation practices. Many feel that the process is poorly managed and unnecessarily complex. It is felt that some problems of articulation stem from racial tensions and others from the immense size of the school system and its rigid bureaucratic structure. Data analysis identified specific elements of articulation that need improvement and highlighted those features of the school system that impede the articulation process. (RLV)

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# REPORT OF THE
# HIGH SCHOOL ARTICULATION PROJECT

PROJECT #5003-95401

SEPTEMBER 1979

NEW YORK CITY BOARD OF EDUCATION

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# REPORT OF THE
# HIGH SCHOOL ARTICULATION PROJECT

SEPTEMBER 1979

Submitted by:

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The Board of Education of the City of New York

Office of Educational Evaluation

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ACKNOWLEDGEMENTS

The report that follows would be incomplete without a grateful acknowledgement of the help and encouragement given us by many persons. First, our thanks to Dr. Alan Blumner, Acting Director of the Office of Educational Evaluation, and to Mr. Nathan Quinones, Executive Director of the Division of High Schools, for giving us the opportunity and the leadership needed to conduct an important and fascinating evaluation of articulation. James Lee, our liaison with the High School Division, provided us with important data.

We are grateful to Dr. Kenneth Bates for his moral support and day-to-day guidance, and to Dr. Neen Hunt for her editorial assistance, which enabled us to clarify our thinking and complete our task. Professor E.W. Gordon, our chief consultant, brought to the project his unique blend of scholarship and humane perspective. Our thanks to Mrs. Daisy Shaw, Director of Educational and Vocational Guidance, for giving generously of her time and resources. Ms. Naomi Goldstein and Mr. Richard LaMotta applied their analytic skills to the organization of masses of data. We are also grateful to our Project Assistants, Ms. Deborah Allen, Adrienne Griffin, Gail Mahoney, Aracelia Otero Pearson, and Messrs. Jeffrey Belgrave, Sheldon Katz, and David Sard for the collection of data.

Last, but far from least, our thanks to the respondents-- educational staff, parents, and students-- whose time and thought, generously given, made the report possible.

Mary Cohen

Richard Shapiro

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# CHAPTER I

## OVERVIEW OF THE STUDY

The transition from the intermediate or junior high school to high school is a crucial phase in the careers of most students. The administrative process related to this transition is called articulation. Articulation has several stages: identifying student interests, needs, and abilities; getting information to students and parents; helping students apply to the schools of their choice; informing students and parents of rejections and acceptances; checking and forwarding student records to receiving high schools; and finally, designing students' individual programs for the first term of high school.

The primary objectives of this study of articulation are to:

1. identify articulation strengths and problems experienced by persons in the field -- parents, students, and staff;

2. make recommendations for improving the articulation process.

In addition to identifying the strengths and problems of the articulation process as such, and making recommendations for improving it, several more general concerns related to this transition process -- such as perceptions and attitudes -- will be included in both the analysis and recommendations of this study. For instance, there is much discussion in this report concerning the frustration of parents, students and staff with regard to the options available for placement -- an issue that is not directly that of articulation but rather of overall system resources and design.

A major finding of this study is that many parents, students and staff members view articulation practices with feelings of dissatisfaction.

In the fall of 1978, students and parents appealed over 3,000 high school placement decisions. Respondents in feeder schools, high schools, and various central offices of the Board of Education also report conflicts over philosophy and practices. Feeder and high school staff, parents, and students express frustration about overwhelming disappointments, delays, and paperwork. They say, in effect, that the process is poorly managed and unnecessarily complex, and that it creates difficulties for students in their transition to high school. Respondents feel that some problems of articulation stem from racial tensions and others from the hugeness of the school system and its rigid bureaucratic structure. In addition, respondents are critical of the school system's failure to allocate the resources necessary to implement articulation effectively. They point, for example, to the drastic reduction in the feeder schools of guidance staff, who are seen as the key to successful articulation.

The data identify specific aspects of articulation that need improvement. The most fundamental problem to emerge from the data is the absence of a structure for coordinating articulation. As a result, the calendar of articulation events is often impossible to follow; staff members are seldom held accountable when they fail to comply with directives; and conflicting demands of the process cause confusion, frustration, and low morale.

The data also highlight features of the school system, indirectly connected to articulation, that impede the process. For example, the lack of sequential skills instruction throughout the grades and the lack of logical, topical relationships between two grades of a subject create academic and psychological problems for students in their transition from

middle school to high school. (For the purposes of this study middle school refers to intermediate and/or junior high schools.) (Appendix A, Definitions of Key Terms ) Finally, uneasy communication characterizes the relations among all parties involved in the articulation process. Feeder school relations with receiving schools run the gamut from cordial, where the zone is small and the community the same for both parties, to hostile, where the receiving schools have poor reputations and the feeder schools are too numerous for personal contact. Both feeder and receiving school respondents distrust the way central offices deal with articulation problems. The Board is described as slow, secretive, and devoted to creating paperwork rather than to solving problems.

This study addresses the problems arising from the conflicts, stresses, and inequities of the present fragmented state of articulation. The particulars of the research design and methods are discussed in Chapter II. In Chapter III, the findings from respondents' interviews are presented in terms of the problems and strengths of the articulation process and respondents' suggestions for addressing specific problems. In Chapter IV, project staff members present their own recommendations for the articulation process, based on an analysis and synthesis of the research data.

# CHAPTER II

# METHODOLOGY

## A. Overview of Data Collection Methods

As a first step, members of the project spoke informally to central Board officials involved in articulation. They also researched Board regulations, examined forms, studied court decisions, reviewed zoning regulations and circulars, and ran a computer search of educational publications.

A second step included in-depth interviews with 660 school staff, students, and parents involved in the articulation process. Also, central and district officials in guidance, curriculum, and administration were interviewed informally.

Third, the Board's official publications concerning articulation were analyzed. Finally, the staff decided to limit the scope of investigation to students entering high school in September 1978 and to regulations in operation at that time.

## B. Selection of School Sample

A manageable, representative sample was chosen from among the 109 public high schools. Eleven high schools make up the sample, about 10% of the total number of schools. The sample reflects the variety of types of public high schools. Table 1 presents an analysis of the schools by type, number, and admissions procedures.

Another important factor considered in choosing the sample was zoning. Sample schools illustrate the following major zoning patterns throughout the five boroughs:

Table 1. High School Sample

| Type of High School | Admissions Procedures | No. | % of Total | No. in Sample |
|---|---|---|---|---|
| Academic-comprehensive | Application | 44 | 40.37% | 4 |
| Academic-comprehensive with educational option | Ranked application for educational option | 19 | 17.43% | 2 |
| Academic-comprehensive with special program | Written exam and/or other, e.g., interview | 6 | 5.50% | 0 |
| Academic-comprehensive with both educational option and special program | See above | 4 | 3.67% | 1 |
| Specialized | Written exam; for arts, also audition or portfolio | 4 | 3.67% | 2 |
| Vocational-technical<br>Unscreened<br>Screened | <br>Ranked application<br>Written exam | 21 | 19.27% | 2 |
| Vocational-technical with educational option | See above | 1 | .92% | 0 |
| Independent alternative | Referral | 10 | 9.17% | 0 |
| | TOTALS | 109 | 100.00% | 11 |

Sources: Directory of the Public High Schools 1978-1979 and Comparative Analysis; Organization of the High Schools, Fall Term 1978.

1. Academic-comprehensive high schools have the neighorhood zone as their basic pattern.

2. Academic-comprehensive high schools with educational options or special programs have both neighborhood and larger catchment areas, either the borough or the city, for students seeking the options or special programs.

3. Academic-comprehensive high schools involved in integration plans draw some students from areas throughout the borough or the city. The zoning pattern for integration may vary from one high school to another, but in many cases each student living in an affected area makes a ranked choice of several schools.

4. Five of the educational option high schools offer only educational options and no other programs. To complicate things further, one of these schools admits students living anywhere in Brooklyn, and four admit students from the entire city.

5. Specialized and vocational-technical schools are open to students from the entire city.

After selecting the high school sample, the project staff selected sample feeder schools. This sample includes the two public feeder schools and the nonpublic feeder school sending the greatest number of students to each of the receiving schools in this study. Statistics on student admissions were drawn from data collection sheets (Appendices C1 and C2).

C. Interviews

The focus for interviews with all respondents was to identify strengths of the articulation process, its problems, and respondents' recommendations for dealing with identified problems (Appendices D1-D4).

Interviewees consisted of the following persons in each sample school: the principal, assistant principal in charge of guidance, the guidance counselor of graduating or entering students, the president of the Parents' Association, and two groups of students-- one group of six low-achieving students and one group of six high-achieving students. In addition, supervisors of guidance were interviewed.

The interviews were conducted by trained personnel. Their orientation included a concentrated effort to familiarize them with the New York City public school system. In addition, project staff compiled a glossary of acronyms and other articulation terms for interviewers to study (Appendix E).

D. Analysis of the Directory of the Public High Schools

There are two reasons for analyzing the Directory of the Public High Schools. First, it is the major source of information about high school selection. Second, it typifies the kinds of communication, both spoken and written, that are used to discuss articulation. The Directory was evaluated by the project staff for organization, terminology, quality of information, and reading level.

# CHAPTER III

# FINDINGS

## A. Analysis of Data

The interview data were coded for three types of information: strengths of the articulation process, problems related to articulation, and respondents' recommendations for solving problems (Appendices F1, F2, F3, Master Sheets). Strengths, problems, and recommendations appear in descending order of frequency in Tables 2, 3, and 4. (There are gaps in the code numbers because items mentioned fewer than five times by respondents do not appear.) In summary, there are a total of 24 strengths coded, 27 problems coded, and 23 recommendations coded.

It is significant that although the numbers of coded items vary little from one category to the next, the relative numbers of responses vary considerably. Interviewees made 1278 responses concerning strengths, 1815 concerning problems, and only 725 concerning recommendations.

In reporting the finding of this study, frequent references are made to specific strengths, problems and recommendations as they appear in the tables. This is done to provide the reader with a sense of the magnitude of concern for certain items and categories. In the discussion, however, statements will, on occasion, be made which reflect the summary impressions of the principal investigators of the project. These may derive from the intensity of concerns expressed by individual respondents. In such instances, no reference number is attached to these statements.

## B. Strengths of the Articulation Process (Table 2)

For the most part, the strengths of the articulation process originate outside the formal organization. They come from individuals or groups who

Table 2. Coded Strengths

| Code | Category | Number of Responses |
|---|---|---|
| S25 | Outreach by receiving school | 248 |
| S1 | Personal articulation activities by personnel other than counselors | 228 |
| S29A | Good reputation for quality of programs | 96 |
| S34 | Availability of good counseling | 96 |
| S19 | Unique programs or courses | 93 |
| S28 | High school information in feeder school | 88 |
| S29B | Good reputation for safety | 85 |
| S26 | Preparation for specialized or special examinations for admissions | 80 |
| S18 | Effective remediation | 36 |
| S15 | Curricular articulation between feeder and receiving schools | 36 |
| S14 | Variety and high quality of electives | 29 |
| S33 | Group guidance | 23 |
| S17 | Honors classes to attract high achievers | 22 |
| S32 | Identifying interests before last year in feeder schools | 18 |
| S51 | Influence of relatives | 17 |
| S52 | Usefulness of the Directory | 16 |
| S10 | High school counselor visits to feeder schools | 16 |
| S50 | Influence of peers | 14 |
| S57 | Personal touch | 8 |
| S55 | Flexible programming | 7 |
| S53 | Helpfulness of Board of Education | 6 |
| S58 | Good parent and community backing | 6 |
| S54 | Integrated school | 5 |
| S56 | Low dropout rate | 5 |

volunteer their efforts. According to many respondents these efforts frequently represent articulation at its best.

1. Recruitment and communication efforts. The high schools' efforts to recruit students are viewed by many respondents as one of the most successful steps in the articulation process. Recruitment programs include activities such as assembly programs and shows presented at feeder schools by students from receiving schools (S1, S15, S10, S25, S55). These efforts are complemented by feeder school dissemination of articulation literature tailored to the individual needs of students (S26, S28).

2. Help, from persons other than counselors, for students applying to high school. Community school districts laid off many guidance counselors several years ago as a result of major budget curtailments. The few remaining counselors report spending virtually all their time handling the massive volume of paperwork involved in applications to high schools. Since they find little or no time to do articulation counseling, this important function has been assumed informally by teachers, peers, and relatives (S1, S50, S51, S58). At least half of the respondents note that personal help is often provided students by school staff other than guidance counselors. This help consists of the identification of student interests and abilities (S32), preparation for special examinations and other admissions procedures (S26), and general help, including encouragement and advice on choosing appropriate high schools (S1).

3. The role of the guidance counselor in the articulation process. In schools where there are enough counselors to handle tasks related to articulation, respondents regard their work as helpful to youngsters making high school choices (S33, S34).

4. Aspects of the school curriculum that strengthen the articulation process. Attention to coordination between the curricula of the feeder and receiving schools is seen occasionally as a strength of the articulation process. Feeder school respondents were heavily represented among those taking note of this issue (S15). Respondents from feeder schools also tend to mention honors classes, effective remediation, and unique courses as aspects of the school curriculum that have a positive effect on articulation (S14, S17, S18, S19, S28A). Interestingly, in analyzing the 96 responses which pinpointed the academic reputation of school (S29A, S29B) as a major strength, 85 of these respondents also mentioned a reputation for safety as a strength. It appears that these factors merge in the perceptions of many respondents, especially in the feeder schools.

C. Findings Pointing to Problems of Articulation (Table 3)

In all, respondents mention many more articulation problems than strengths. The problems are interrelated and concern the following: (1) the inadequate flow of information about the articulation process, (2) poor or insufficient guidance for students, (3) perceptions of the local high schools, and (4) the lack of a structure by which central bureaus and community school districts can coordinate all articulation efforts.

The following presents a detailed description of each of the four problems.

1. The inadequate flow of information related to the articulation process. The lack of clear information is seen by large numbers of respondents in both feeder and receiving schools as an overwhelming problem (P11A, P11B, P12). To illustrate, feeder school staff members mention the lack of feedback from receiving schools and the Board. Feeder school re-

Table 3. Coded Problems

| Code | Category | Number of Responses |
|---|---|---|
| P11B | Lack of information | 211 |
| P18 | Conflicts between student needs or wishes and placement decisions | 179 |
| P20 | Safety | 174 |
| P12 | Obscurity of Directory language, information, and organization | 120 |
| P8 | Board of Education regulations and interventions | 115 |
| P2 | Lack of thorough articulation | 106 |
| P19 | Quality of programs | 94 |
| P4 | Failure to coordinate and adhere to calendar | 87 |
| P11A | Misinformation | 84 |
| P23 | Lack of guidance counselors | 78 |
| P25 | Lack of structure for articulation process | 75 |
| P3 | Complex integration and zoning procedures | 70 |
| P21 | Lack of student skills needed for success in receiving school | 68 |
| P15 | Poor quality of information provided by feeder school on application forms | 63 |
| P50 | Depersonalization | 49 |
| P16 | Perceived excess of information required of feeder schools | 46 |
| P1 | Loading of articulation responsibility on guidance staff | 33 |
| P52 | Racial problems | 30 |
| P22A | Plethora of programs and choices | 30 |
| P22B | Pressure for premature choice | 29 |
| P54 | Parent and peer involvement | 16 |
| P55 | Competition among schools | 13 |
| P53 | Poor guidance | 11 |
| P51 | Need for feedback to feeder schools | 10 |
| P58 | Lack of programs to identify interests and abilities | 10 |
| P57 | Too much clerical work | 9 |
| P56 | Lack of flexibility | 5 |

spondents complain that feeder school students often are not told why they have been rejected by the high schools of their choice (P50, P51). In addition, feeder school guidance counselors speak about receiving conflicting information from Board and high school personnel (P11A, P11B).

High school staff members also have their complaints about the flow of articulation information. For example, high schools accuse feeder schools of providing wrong information about students on their applications. They report, in particular, numerous instances of false test scores as well as omissions of significant items such as marks and attendance (P15). Many high school staff members also attribute the nigh student dropout rate to the failure of feeder schools to give students proper information and realistic expectations about skills needed to succeed in high school (P3, P11B, P21).

Feeder school staff present another side of the information problem. They complain of excessive requests for information made by the receiving high schools. In addition, they claim that some high schools with special programs fail to notify applicants promptly that they have been accepted. Faced with this uncertainty, students apply to other programs or schools. Hence, this failure to observe the articulation calendar places an additional burden on feeder school personnel (P4).

The Directory of the Public High Schools is typical of the ways in which articulation information is presented. The Directory is a basic reference work distributed to students in New York City feeder schools, public and nonpublic. Although the Bureau of Educational and Vocational Guidance has the responsibility for producing the Directory, much of its content comes from other sources. This booklet describes each high school,

gives graduation requirements, explains zoning and application procedures, and provides a calendar of events. Although it is an indispensable resource for anyone seeking information about applying to high schools, many respondents find that its organization, terminology, and information create problems.

Specific limitations of the Directory are briefly discussed in the following paragraphs (P11A, P12, P22A). First, feeder school students who want to find high schools that match their interests have to skim through 109 descriptions which are organized alphabetically rather than by course or career focus. Both students and parents complain about this format.

Second, the terminology used in the Directory often blurs critical distinctions. The term educational option refers both to three year sequences in zoned academic-comprehensive high schools and to total educational option schools with borough or citywide zones, even though they differ dramatically. Furthermore, four of the five total programs are hard to distinguish from those of vocational-technical high schools. Only one educational option high school is comprehensive in the sense of offering courses for a wide range of interests. Hence, as respondents point out, the term educational option includes both small-scale and school-wide offerings, and technical as well as academic-comprehensive programs.

The distinction between vocational and technical is also unclear. Applicants for the former courses submit applications only, while applicants for the latter take written examinations. These two programs are described in the Directory respectively as unscreened and screened. As a result one might conclude that students applying for vocational studies are not screened. In fact, however, applicants for vocational

studies are screened by the Office of High School Placement since there are usually more applicants than there are seats.

Confusion also results from the use of the words special and specialized in the Directory. These terms refer to very different kinds of settings but can be mistakenly read as interchangeable. For example, specialized high schools for arts or sciences are very different from special courses or programs offered by the local high schools. To compound the difficulty of understanding their distinctions, both specialized high schools and the local high schools' special courses require written examinations for admission.

Another major criticism of the Directory is its inaccurate or incomplete information. Specific comments point out that the Directory lacks information about the kinds of programs students can expect to receive in the first year of high school. Others cite the fact that criteria for special admissions are not spelled out. For example, good attendance, said to be a basic criterion for admission to some educational options and vocational-technical programs, is not mentioned in the Directory.

Respondents express frustration not only with confusing information but also with the contradictions between printed statements and what actually happens. For instance, although the Directory states that students for educational options are chosen so that "the enrollment for the program reflects a broad range of ability," some respondents express strong doubts that low achievers are admitted in proportion to their actual numbers (P11A, P18).

Many respondents also comment skeptically on what they perceive as overblown descriptions of the schools' offerings. Some principals are

said to write exaggerated school descriptions as part of public relations campaigns to recruit good students.

2. Poor or insufficient guidance for students. Respondents feel that poor guidance or lack of guidance leads to major problems (P2, P15, P18, P22B, P53).

(a) Students report little help in choosing high schools or in identifying their interests and abilities (P58, P22B). Significantly, while some high achieving students express gratitude for voluntary help from teachers, low achieving students report little help of any kind in making the transition to high school. Without such direction, students claim, they frequently make choices of schools or careers that do not reflect their real interests or needs. Some students point to this lack of adequate guidance services as evidence that the Board of Education systematically discriminates against them and does not consider them as really important.

(b) There is also little evidence that students participate in the selection of the courses they will take in the first term of high school (P2, P18). The reason is that local high schools cannot spare the personnel needed to confer with all prospective entrants about their course options. As for specialized and vocational-technical high schools, they generally have prescribed programs of study for first year students.

(c) Students, parents, guidance counselors, principals, and supervisors of guidance all complain that the cutting of guidance personnel has severely handicapped the articulation process. Feeder school guidance counselors are overwhelmed by the paperwork arising from large caseloads, Board regulations, unwieldy zoning patterns, and the huge number of options

available to students (P1, P3, P8, P23). The work involves handling thousands of applications and transmittal forms; sending out rejection notices to individual students; organizing conferences with students and parents; communicating many times by phone with high schools and central offices; processing student records; sorting and sending these records to the many receiving schools; and preparing lists of students going to each receiving school. One feeder school counselor mentions that last year she processed over 3,000 high school application forms. In schools where counselors have been eliminated, the articulation work is now done by teachers who have little time or training for a chore that a full time counselor with a caseload of 1,000 students can scarcely manage.

3. Perceptions of the local high schools. Many respondents view the unpopular, largely minority local high school with concern. Respondents identify several problems associated with such schools, among them: (a) the perceived lack of safety and the poor quality of instruction, (b) racial tensions, and finally, (c) neglect by central offices (P3, P8, P18, P19, P20, P21, P53, P55, P58,).

(a) In the minds of respondents the perceptions of the lack of safety, of the poor quality of instruction, and of minority racial composition are virtually inseparable. Eighty-five respondents correlate school safety with quality of a school's programs (S29A, S29B). In other words, if the school is believed not to be safe, parents feel that the instructional program is probably inferior. In any case, they are not willing to risk their children's physical or psychological safety.

In part, staff, students, and parents in high schools blame feeder school staff for steering high achievers away from them. They even suggest that some feeder school staff are motivated more by a desire to boast about their graduates than by a sincere attempt to match students with programs appropriate to their interests, needs, and abilities.

As a result, parents and students take a dim view of many local high schools when they compare them to such prestigious schools as Stuyvesant, Music and Art, and Murry Bergtraum High Schools. One result of this attitude is that many parents, minority and white, send their youngsters to nonpublic feeder schools in order to gain a headstart in the competition for popular public high schools. If these youngsters are not accepted by the latter, they tend to go on to nonpublic high schools. This further deprives the local public high schools of many positively motivated students.

(b) Fears about safety are partially related to racial tensions. White staff members, students, and parents state or clearly imply their fears of minority students and minority neighborhoods (P20, P52).

Some staff members in some unpopular local high schools admit that they have problems in regard to safety and the instructional program. They attribute many of these problems to the disproportionate numbers of truants, low achievers, and discipline problems they receive (P20). Such youngsters are seen as largely responsible for unsafe conditions.

On the other hand, several high school principals state that as a result of fears, apparently based on racial composition rather than actual condition, their schools, although safe and educationally sound, are shunned because of their minority populations. These comments come from

both minority and white high school principals, who deplore the role of the press, central Board offices, community, and feeder school personnel in steering capable youngsters of all origins away from their schools. Moreover, minority and white respondents tend to perceive each other as privileged, while seeing themselves as victimized by discriminatory high school admissions criteria and procedures.

(c) Last, many respondents in local high schools claim that their special needs are neglected by the Board (P19, P20). They point to difficult physical conditions under which their schools operate; for example, huge buildings that are impossible to supervise effectively. These settings appear in stark contrast to the smaller and better equipped physical plants of many educational option and vocational-technical high schools. In addition to large buildings, some high schools have extensive zones whose size creates communication problems with feeder school staff, parents, and students.

To make matters even worse, applications to the local high schools are the last ones to be processed. As a result, some applications arrive during the summer vacation, when it is hard to get personnel to schedule programs for new youngsters or to hire additional teachers. In addition, according to respondents, many youngsters who have been rejected by schools of their choice perceive the local high school as an undesirable placement and expect little in the way of education (P18).

4. <u>The failure of central bureaus and community school districts to coordinate articulation</u>. Many respondents feel that the schools cannot successfully articulate the movement of youngsters from one level to the next as long as articulation procedures are not first coordinated by the

governing bodies--community school districts, Division of High Schools, and central bureaus responsible for policies about zoning, integration, curriculum, and pupil personnel services. Neither the Bureau of Educational and Vocational Guidance nor the Division of High Schools, both centralized offices with articulation responsibilities, has any authority over feeder schools, since the latter are under the supervision of decentralized community school districts (P2, P3, P4, P8, P25, P51, P55).

One effect of poor communication and coordination among these offices is the failure of some Court-and State-mandated zoning and integration plans to provide a realistic method of school selection. Take, for example, the procedure by which students living in the former zones of Erasmus and Jackson must apply to high schools. The students have to select, in rank order, 16 high schools, located all over the city, from one of two lists (Appendix G, Choice of Admissions Programs, pg. 2). One list is for minority youngsters and one for others, and the person in charge of articulation has to certify by signature that each youngster has used the correct list. Few students and their parents, it seems, know enough about the many schools they are asked to choose from. In one case, several students living in eastern Queens selected high schools in Staten Island, a two-hour trip each way. Other integration plans, respondents claim, create similar difficulties (P3, P8, P23, P50, P56).

The variety of schools to which students can apply also poses enormous problems. Given all the possibilities shown in Table 1 (p. 5) a student can, in theory, apply to about fifty different programs (P1, P3, P4, P12, P16, P18, P22A, P22B, P23, P25, P50, P52, P56, P57). Parents' and students' feelings of confusion are compounded by the great variety

of ways in which individual schools admit students. The schools can require one, or any combination, of the following: screening of applications, portfolios, examinations, interviews, and auditions. In addition, the schools have different calendars for recruiting, interviewing, testing, and accepting applicants. To add insult to injury, feeder school personnel claim that dates for high school admission tests sometimes conflict with basic skills examinations in the feeder schools (P4). Trying to place blame for these mix-ups, many respondents point to the Office of High School Placement (P3, P18). In the absence of coordination and accountability, respondents see the present conflicts and contradictions within the articulation process as inevitable.

D. Findings Pointing to Recommendations for the Articulation Process (Table 4)

1. Starting at the highest administrative levels, coordinate all phases of the articulation process so that all students have an equal and optimal access to a appropriate placement.. Respondents specifically address this issue with 193 recommendations (R3, R11, R13, R15, R19), and it is also tacitly expressed in virtually all 725 recommendations. Respondents, it seems, feel that articulation cannot be successfully implemented unless it is centrally coordinated. Specific recommendations discussed below may be viewed as aspects of this general statement.

2. Simplify the high school application process.

(a) Use one admission test and one application form for all high schools (R13).

(b) Inform students earlier in the school year about their acceptance or rejection so that they have a reasonable time in which to make other choices (R3, R11).

Table 4. Coded Recommendations

| Code | Category | Number of Responses |
|---|---|---|
| R2 | Establish alternative settings and special classes for low achieving youngsters | 98 |
| R16 | Appoint more guidance counselors and clerical help to feeder schools | 77 |
| R13 | Devise uniform procedures and nomenclature for testing and applications | 64 |
| R3 | Coordinate articulation | 55 |
| R6 | Encourage exchanges between feeder and receiving schools | 43 |
| R19 | Establish curricular articulation between feeder and receiving schools | 43 |
| R50 | Conduct outreach efforts | 42 |
| R10F | Make other recommendations for the Directory | 40 |
| R8 | Have feeder school students visit high schools | 39 |
| R54 | Provide remediation | 37 |
| R10C | List general and career interests in Directory; follow each item with list of schools | 28 |
| R51 | Attend to student concerns; personalize | 27 |
| R11 | Improve and adhere to calendar | 24 |
| R55 | Provide programs to identify interests and abilities for students | 17 |
| R10D | Make the Directory readable at 6th grade level | 15 |
| R53 | Support the local high schools | 13 |
| R52 | Start articulation early | 12 |
| R1 | Replicate special and education option programs in local high schools | 11 |
| R18A | Provide more course choices | 9 |
| R57 | Make admissions policy more flexible | 9 |
| R56 | Pay more attention to parent and community concerns | 8 |
| R18B | Reduce number of course choices | 7 |
| R15 | Computerize applications | 7 |

(c) To avoid conflicts, coordinate the articulation calendar with other events in participating schools and offices.

3. Increase support staff for articulation. It is widely felt that the guidance staff is the key to successful articulation, particularly at the feeder school level, where counselors influence students' and parents' choices (R16). Respondents urge that guidance positions at the school district level be restored. Also, many suggest that all teachers play a more active role in articulation. For example, as early as the seventh grade, teachers can familiarize youngsters with the range of high school choices, identify student interests and abilities, and help to identify students who would benefit from special programs (R19, R53, R55).

4. Support the local high school. Throughout the interview transcripts there is a strong current of support for the local high school (R1, R2, R51, R54, R55, R56). One overall recommendation is to enable these schools to offer attractive programs to students who usually apply to specialized or vocational-technical high schools and educational options (R1). Visits to local schools by prospective students and their parents are also recommended. These visits, respondents point out, may counteract unfavorable rumors by giving parents and students a chance to see the schools for themselves and to ask questions (R8).

5. Provide alternative settings and/or special classes for feeder school students who are behind grade level, focusing on those who would normally go on to high school without fulfilling the academic requirements for promotion (Appendix B, Special Circular No. 52, 1978/1979) (R2, R51, R54, R55). Respondents believe that alternative programs would have two desirable effects. First, students would learn more than in regular classes,

where they have already experienced failure. Second, alternative programs might help to create an improved climate of learning in the local high school by raising the motivation and academic level of the entering class. This is an issue that must be considered in the review of promotional policies.

In a somewhat related concern, respondents say there is virtually no opportunity for students in local high schools to transfer to competitive programs. At present, most inter-high school transfers occur when youngsters who have failed or lost interest in competitive programs are placed in their local high schools. Some youngsters, having made premature choices or developed new interests during high school, need opportunities for changing to fields of study not available at the local high school.

6. Strive for greater curricular correspondence between the high schools and their feeders. Respondents suggest a tighter link between subjects taught in the last year of the feeder schools and in the first year of the high schools. Some efforts for effecting this are being made. One example involves a local high school and its two main feeders. They have worked out a seventh through twelfth grade sequence of courses in mathematics and science for the gifted and talented (R19, R55).

7. Improve the flow of information to students, parents, and staff.

(a) Change the Directory as follows:

(1) Instead of one directory of schools, publish a series of booklets, each containing descriptions of schools of the same type; i.e., academic-comprehensive, vocational-technical, educational option.

(2) Make the descriptions of individual high schools within each booklet brief but informative. Respondents suggest that the booklets contain a map of each school's geographic location, a picture of

the physical site, a list of course offerings by grade level, and a description of the school's safety provisions. They would also like information about travel to each school (directions, safety, etc.). They ask for more information about transportation than is provided by the existing directory.

(3) In addition to booklets with descriptions of the high schools, publish a booklet that informs students with particular career or personal interests where to apply (R10C).

(4) Simplify the language of all booklets so that parents and students with a range of reading levels can easily understand them (R10D).

(5) Clarify terminology. For example, where schools use the same terms to mean different things, change these terms to be more accurate. For instance, both vocational and local high schools offer "shop" courses, but usually they are not comparable offerings (R10D).

(b) Provide students with a calendar of visiting days for every high school. Also provide students with a schedule for meeting with counselors in the high schools so that they can get information about sports, scholarships, and electives.

(c) Implement a "hotline" so that students can get quick answers to questions about any high school in the city (R51).

(d) Provide trained school staff who can respond to students' and parents' questions about articulation. As one youngster says, "You can't ask questions of a booklet" (R8, R16, R51).

# CHAPTER IV

## IMPLICATIONS FOR ACTION

A clear impression drawn by staff members from the data is that all students need to be viewed by the school system as clients deserving of its services and not as unwitting victims caught in the crossfire of schools competing for the best students. Some respondents clearly seem to be saying that the school system has to view articulation as more than a process of transferring an anonymous mass of students from the feeder school to the high school level. They are saying, in effect, that the school system must address the needs, talents, and aspirations of all students.

The strongest impression from the findings, looked at as a whole, is that the school system's implementation of articulation is unnecessarily complex, inefficient, and hectic for its participants. In the opinion of the project staff, articulation might be improved if the system were to take the following steps.

1. Establish a center of responsibility to coordinate all aspects of articulation fairly and swiftly.

It is essential to reduce the complexity and lack of coordination that now characterize articulation practices. This is a major area of service to students. There is a need for a center of responsibility for articulation to unify procedures, obtain a thorough overview of the populations and systems involved, and report regularly to the Chancellor.

Such an office would work with central and community school district offices to improve and monitor articulation practices.

2. Make support of the local high schools a priority.

A strong impression drawn from the data is that many of the system's local high schools find themselves inadequately prepared, both psychologically and in terms of resources, for a student population with few high achievers. Many respondents suggest attractive instructional programs for improving the local high schools. However, the data show that where the local high schools are viewed as dangerous, such programs do not presently attract many high achieving students. It cannot be overstated that many parents will do anything to avoid sending their children to schools they think are unsafe. Therefore, the first step is to make the local high school safe in appearance and in fact. One way would be to place disaffected students in alternative settings. Another contribution to school safety would be to reduce the total school population in some instances.

Given a safe setting, other "drawing cards" can then be effective. These might include, for instance, an attractive physical plant, exceptional facilities, unique curricular offerings, and extra student services, such as work study programs and counseling or therapy.

3. Establish alternative programs or settings for low achieving feeder school students.

Identify low achievers early in the feeder schools and intensify remediation efforts to better prepare them for high school. Many young-

sters now enter local high schools without the necessary academic skills. Frustrated and disaffected by failure, they often drop out or cause safety problems in the high schools. Early identification and intervention would have two desirable outcomes. First, they would better prepare these youngsters educationally, socially, and emotionally. Second, this early attention would help improve the climate of the local high schools by raising the academic level and motivation of entering students. The proposed efforts should include alternative settings with innovative teaching programs, intensive counseling, and a personal atmosphere. This suggestion is abundantly supported by a recent study by the Office of Educational Evaluation, entitled, "Interrupted Education: Students Who Drop out".

4. Simplify articulation steps for students wherever possible.

(a) Revise the Directory.

(b) Make admissions tests uniform for similar programs.

(c) Computerize the application process to reduce the clerical load for staff, and thereby speed up the admissions of students to the high schools.

(d) Coordinate and enforce a realistic articulation calendar, with special attention to the needs of local high schools for early handling of their applications.

(e) Limit the number of high school selections that each student can make.

5. Buttress the articulation process with staff and programs to insure that students get into high schools that match their needs, interests, and abilities.

(a) Sensitize all feeder school staff members to their articulation responsibilities, so that they may help all students select and apply to appropriate high schools.

(b) Train staff members at all levels--administrators, counselors, and teachers-- to identify giftedness and talent, focusing on low achieving students.

(c) Prepare students for the process of articulation early in the feeder school years. At the least, the guidance department should begin to familiarize students with the range of high school options long before their last year in the feeder school. At best, the feeder school instructional program should teach about careers.

(d) Encourage feeder schools to develop special counseling programs to help low achievers progress through steps in the articulation process.

(e) Establish more varied and numerous options at the high school level for students who are low academic achievers. Although it appears that all feeder school students have many choices of high schools, the lowest achievers in reality have almost no access to competitive programs. There is evidence that rejected students are poorly motivated, have low expectations of themselves, and feel alienated from the local high schools that must accept them. Many students with undeveloped potential are now excluded from educational opportunities that prepare them to perform productively as adults. If the purpose of schools is to create good citizens, it seems imperative that a wider range of options be provided this neglected group. These options should be offered by the local high

schools and by existing or new alternative settings. For example, one type of option for low achievers can be found in the Philadelphia school system, which has an automobile academy for high school students reading at the fifth grade level.

(f) Where feasible, provide feeder schools with enough personnel to help all students select and apply to appropriate high schools.

6. Establish links between subjects taught in the last year of the feeder schools and the first year of the high schools. Teachers at feeder and receiving schools can use common concepts, skills, topics, and career information to give continuity to the learning experience.

There is some evidence from respondents that the high school curriculum makes academic demands for which many entering students are not prepared. This lack of preparation is felt by all students, regardless of their academic ability. It is an experience that stems from the absence of curricular coordination between the feeder schools and high schools. The curriculum is uncoordinated in the sense that conceptual skills taught at the higher levels do not build upon the conceptual skills taught at the lower levels. Respondents also complain that subject matter, in an area such as social studies, seems to lack a thematic relationship from one grade to the next.

To summarize, this study has revealed a large array of problems connected with the process by which students get from the middle schools to high schools in New York City. In a general way these problems stem from a lack of coherent administrative focus on this area.

# APPENDICES

A

DEFINITIONS OF KEY TERMS

Since certain key terms are frequently used in discussions of articulation, these terms are defined here.

Articulation: the administrative process whereby students move from intermediate or junior high school to high school. These levels are referred to respectively as feeder and receiving schools.

Academic-comprehensive high school: a school that draws students from a specific, mapped out zone that is smaller than a borough and to which admission is based on residence in the school zone and fullfillment of promotional requirements (Appendix B). This type of school offers a general education and some career exploration courses in business, home economics, and industrial and fine arts.

Educational option: a career-oriented, three-year sequence of courses, offered at an academic-comprehensive high school. Admission is based on screening of applications, which are chosen to provide an entering class of 25% below grade level, 50% around grade level, and 25% above grade level. Depending on the particular school, students may come from either the borough or the entire city. Five high schools consist entirely of educational options.

Middle School: either a junior high school or an intermediate school.

Special course: a course, offered by an academic-comprehensive high school, admission to which requires a written examination. Depending on the particular school, students may come from either the borough or the entire city.

A

Specialized high school: a school that specializes in either science or arts, to which admission is gained by written examination and, in some cases, audition or interview. The school is open to students from the entire city.

Vocational-technical high school: a school that offers career-oriented courses at two levels of difficulty. For the lower level, applications are screened. For the upper level, written examinations are required. The school is open to students from the entire city.

Zoning: the designation of geographic areas that feed particular high schools. The term zoned is often used to describe an academic-comprehensive high school. For the sake of simplicity, the latter is referred to as the local high school.

B



Special Circular No. 52, 1978/1979
(Amendment to Special Circular #71-1977/1978)

April 23, 1979

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE CHANCELLOR

TO: COMMUNITY SCHOOL BOARD PRESIDENTS, ALL SUPERINTENDENTS, EXECUTIVE DIRECTORS, DIRECTORS, HEADS OF BUREAUS, AND PRINCIPALS OF ALL DAY SCHOOLS

FROM: Frank J. Macchiarola

SUBJECT: Amendment to Special Circular #71-1977/1978

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ABSTRACT

This amendment pertains to the CRITERIA FOR GRADE ADVANCEMENT, item 7 b and d, and item 8 b and d in Special Circular #71, 1977/1978. The standards for promotion are to be the same as the standards for REQUIREMENTS FOR DIPLOMA OR CERTIFICATE. (See page 5, Special Circular #71.)

We are proceeding with this amendment to clarify the inconsistent relationship between standards for a certificate and promotion.

Please be advised that all policies and circulars governing graduation requirements, promotional standards and minimum competency are under review.


1. Criteria for Grade Advancement

1.1 Grade 8 to Grade 9 the following shall apply:

1.1.1 Achievement of a standardized reading score of not more than one and one-half years below grade level as of the date of testing.

1.1.2 Pupils whose reading score is more than one and one-half years below grade level, may be advanced to Grade 9 provided they reach the age of fifteen by September 30, and have been retained at least one time or give evidence of being able to function on the 9th grade level with the help of an available remediation or supportive program. Principals must have available, in writing, appropriate documentation of pupils' ability to function in Grade 9 as well as a description of the available remedial or supportive program.

1.2 Grade 9 to Grade 10 the following shall apply:

1.2.1 Achievement of a standardized reading score of not more than two years below grade level as of the date of testing.

1.2.2 Pupils whose reading score is more than two years below grade level may be advanced to Grade 10 provided they reach the age of sixteen by September 30th and have been retained at least one time or give evidence of being able to function on the 10th grade level with the help of an available remediation or supportive program. Principals must have available, in writing, appropriate documentation of pupils' ability to function in Grade 10 as well as description of the available remedial or supportive program.

C1



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201

ALAN S. BLUMNER, PH.D.
ACTING DIRECTOR

RICHARD T. TURNER, PH.D.
ASST. ADMIN. DIRECTOR

April 9, 1979

M E M O R A N D U M

TO: Principals of Selected High Schools

FROM: Dr. Mary Cohen, Director, High School Articulation Project

RE: Data Gathering

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Your high school is one of a group chosen to be studied with the aims of identifying the strengths and problems of articulation and of making practical recommendations for improving the process. If you have any questions, please call me at 227-5592. We should appreciate your returning this memo as soon as possible in the stamped self-addressed envelope.

☐ Please complete the items below. If you do not have all of the statistics requested, please check the box, and we shall be happy to have one of our staff members gather the information from list notices and other sources.

1. Person in charge of liaison with project:

Name Title Room # Telephone #

2. Five dates available for visits by project personnel:

1 2 3 4 5

Please select dates on which the regular bell schedule is in operation and attach a copy of the schedule to page 2 of this memo.

3. # of admissions not on list notices 9/78: Grade 9 _____ Grade 10: _____

# of admissions on list notices 9/78: Grade 9 _____ Grade 10: _____

C1



Principal, High School April 9, 1979

4 (a) Number of feeder schools in 9/78:

Public _____ Nonpublic _____

4 (b) The 3 public feeder schools, listed in descending order, that sent you the greatest number of students on list notice in 9/78:

| Name of Feeder School | District # | #Admitted, Grade 9 | #Admitted, Grade 10 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

4 (c) The 3 nonpublic feeder schools, listed in descending order, that sent you the greatest number of students on list notice in 9/78

| Name of Feeder School | District # | #Admitted, Grade 9 | #Admitted, Grade 10 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

5. # of nonpublic school students admitted 9/78 on list notice:

Grade 9: _____ Grade 10: _____

6. # of students admitted 9/78 on list notice to each ed-op program:

| Name of program | # of students Grade 9 | # of students Grade 10 | # of courses in each program |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

Ca



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201

ALAN S. BLUMNER, PH.D.
ACTING DIRECTOR

RICHARD T. TURNER, PH.D.
ASST. ADMIN. DIRECTOR

March 22, 1979

# MEMORANDUM

TO: Principal, I.S./Jr. H.S. _____

FROM: Dr. Mary Cohen, Director, High School Articulation Project

RE: Feeder School Data

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☐ Please complete the items below. If you do not have all of the statistics requested, please check the box, and we shall be happy to have one of our staff members gather the information from list notices or other sources.

1. Person in charge of liaison with project:

| Name | Title | Room | Telephone |
|---|---|---|---|

2. We wish to interview the following: Principal, Assistant Principal in charge of guidance, senior guidance counselor, President of Parents' Association, and 2 groups of 6 students each, (one, low-achieving, and one high-achieving.) We need two days for these interviews, but would like a choice of five dates for visits by High School Articulation Project personnel:

1. 2. 3. 4. 5.

Please select dates on which the regular bell schedule is in operation, and attach a copy of the schedule to this memo.

C2



Principal

March 22, 1979

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3.a. How many students were in your June 1978 graduating class? _____

3.b. Of the June graduating class, what was the total number of students who entered the New York City public high schools? _____

4. Major receiving schools (public high schools only) in descending order of numbers of students admitted on list notice:

| Name of High School | # of 6/78 graduates who chose to attend |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

5. Please list below all public high schools other than zoned academic comprehensive ones that your 6/78 graduates decided to attend.

| Name of High School | # of 6/78 graduates who chose to attend |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

D1



HIGH SCHOOL ARTICULATION PROJECT

INTERVIEW SCHEDULE: HIGH SCHOOL STAFF

SUPERVISOR OF GUIDANCE
PRINCIPAL
ASSISTANT PRINCIPAL, GUIDANCE
GUIDANCE COUNSELOR

We are trying to better understand how youngsters make decisions concerning their choice of high schools. Although we are familiar with articulation, we are also aware that the specific procedures may differ from school to school. The total process involves the cooperation of many persons and institutions.

We need your help in making recommendations to improve the process. Your name and responses will be kept confidential. Only myself and members of the project staff will know who you are and what you said. Do you have any questions?

1. Please describe, from beginning to end, the components of the articulation process as it operates in this school.

   Interviewer: List the basic components of the process in sequential order.
   Probe for short descriptions of each component when necessary.
   Probe for persons involved in or responsible for each component.
   Probe for location of activity for each component.

2. What specific recruitment activities does this school conduct?

3. What kinds of information beyond the Directory do you provide to your feeder schools? Would it be possible for you to provide us with samples of these materials?

4. Do you find the Directory of Public High Schools to be useful to the articulation process? In what way?

5. How can the Directory of Public High Schools be improved?

   Interviewer: Encourage to be concrete.

6. What is your impression of the articulation process in feeder schools? Would you describe it?

   Interviewer: List basic components, short descriptions, persons, and locations of activities as per question 1.

   Interviewer: We want to get an appreciation of what feeder schools can do.

   Interviewer: How do you rate completed application forms? How adequate are they?

D1



7. What aspects of the feeder schools' articulation process do you think work best? Why?

   Interviewer: List and describe.

8. What aspects of the feeder school's articulation process do you feel should be reviewed and restructured? Why?

   Interviewer: List and describe.

9. What are the criteria for admission to this school?

10. a. Is there any flexibility to meet special pupil characteristics? (For example: minority, handicapped, low achiever, other).

    b. (For specialized, educational option, vocational-technical, and special programs).
    Is there any flexibility of admission to your special programs or school?

    What provision is made for students who fail in these programs?

11. Do you have any procedures to identify the interests and abilities of pupils? What are they?

12. What are the procedures used to program entering 9th and 10th grade students?

    a. How do they operate?

    b. Is it especially designed for each youngster?

    c. How much choice do you give each youngster?
    (Probes: honors, foreign languages, provision for low achievers, other)

13. Does your school have any <u>recurrent</u> <u>problems</u> in connection with its articulation process? What are they?

14. What approaches to articulation seem to work best for this school?

15. A. Does this school's reputation affect the articulation process? Why or why not?

    B. Does the central board affect the articulation process? In what way?

    C. Does community pressure affect the articulation process? How?

    D. Does zoning affect the articulation process? How?

    E. Does integration affect the articulation process? How?

    F. Are there any court decisions affecting the articulation process? Describe.

    G. Does the Office of High School Placement affect the articulation process?

D1



H. Do the feeder schools affect the process? In what way?

I. Do you sense any contradictions between court decisions and board regulations affecting the process? If so, describe.

16. What connection, if any, do you see between the articulation process and the new competency testing requirements?

17. Do you think there is any connection between the articulation process and the drop-out rate in your school?

18. Do you think special classes should be conducted for students who have been promoted to high school, but should have been left back? Why?

19. How can the process of helping students choose the right high school be improved? By whom?

20. We are interviewing the Principal, the Assistant Principal in charge of Guidance, the Guidance Counselor, two groups of students--one high-achieving, and one low-achieving--, and the President of the Parents' Association. Are there other persons in this school with articulation roles who could be helpful to our project? Who?

21. Are there other persons outside the school whom we ought to speak with? Who?

22. Are there any matters we have not mentioned that you think are important to an understanding of the articulation process?

D2

HIGH SCHOOL ARTICULATION PROJECT

INTERVIEW SCHEDULE: PARENT

We are trying to better understand how youngsters make decisions concerning their choice of high schools. Although we are familiar with articulation, we are also aware that the specific procedures may differ from school to school. The total process involves the cooperation of many persons and institutions.

We need your help in making recommendations to improve the process. Your name and responses will be kept confidential. Only myself and members of the project staff will know who you are and what you said. Do you have any questions?

1. Please tell me what you know about the process of articulation in this school.

2. Do you have children currently involved in the articulation process?

3. a. What kinds of information have you received concerning articulation?

   b. For high school parents:

      What choices, if any, did you and your youngster have about the program for the first term? (Probes: honors, foreign languages, others)

   c. For feeder school parents:

      What choices, if any, have you and your youngster been given about the program for next fall? (Probes: honors, foreign languages, others)

4. What kinds of activities have you participated in concerning articulation?

5. In what other ways were you involved in the articulation process?

6. Are you familiar with the Directory of Public High Schools? If so, how is it useful?

7. How can it be improved?

8. How can the articulation process be improved to make it easier for you? For your youngster?

9. What do you think about the placement procedures that high schools use?

10. New York State is requiring that all pupils pass a basic competency test before they can graduate from high school; what do you think about that idea?

11. What do you think about putting pupils who fail 8th and 9th grade into special remedial classes for a year or two?

12. Are there any matters that we have not discussed that you think are important to a pupil entering high school?

D3



## HIGH SCHOOL ARTICULATION PROJECT

## INTERVIEW SCHEDULE: STUDENTS

We are trying to better understand how youngsters make decisions concerning their choice of high schools. Although we are familiar with articulation, we are also aware that the specific procedures may differ from school to school. The total process involves the cooperation of many persons and institutions.

We need your help in making recommendations to improve the process. Your name and responses will be kept confidential. Only myself and members of the project staff will know who you are and what you said. Do you have any questions?

1. Please tell me as much as you can about the help you received in choosing a high school, such as what kind of information you received, who provided it, when you got it. Did you visit the school? Did anyone from a high school visit you or your school? Please use your own words and tell me whatever you can.

2. For you, what were the hardest things about deciding on a high school?

3. What was most helpful?

4. Who was most helpful to you? In what way?

5. A. <u>For High School Students:</u>

   Why did you choose the high school you are attending?
   Once you were accepted by a high school, what choices did you have about your program for the first term in that school?
   (Interviewer may not assume that the student is currently in the school of original acceptance.)

   B. <u>For Junior High/Intermediate School Students:</u>

   Why did you choose the high schools you applied for?
   If you have been accepted by a high school and decided to go there, what choices, if any, have you been given about your high school program for next fall? (Probes: honors, foreign languages, others)

6. Do you feel that you got enough information about the various high schools before you made your application? If yes, what was most helpful? If no, what do you feel that you needed to know that was not available to you?

7. Do you feel that your parents or guardians received enough information?

D3



8. How useful is the Directory of Public High Schools?

9. How can we improve it?

10. What help did you receive in better understanding your own interests and abilities?

11. What help did you receive in deciding which of your interests and abilities to further develop in high school?

12. How do you feel about the way students get into high school in New York City?

13. If you could change how students get into the New York City high schools, what would you suggest?

14. What do you think about putting students who fail 8th and 9th grade into special remedial classes for a year or two?

15. New York State is requiring that all students pass a basic competency test before they can graduate from high school; what do you think of this idea?

16. Are there any matters that we have not discussed that you think are important to a student entering high school?

D4



HIGH SCHOOL ARTICULATION PROJECT

INTERVIEW SCHEDULE: FEEDER SCHOOL STAFF

Supervisor of Guidance
Principal
Assistant Principal, Guidance
Guidance Counselor

We are trying to better understand how youngsters make decisions concerning their choice of high schools. Although we are familiar with articulation, we are also aware that the specific procedures may differ from school to school. The total process involves the cooperation of many persons and institutions.

We need your help in making recommendations to improve the process. Your name and responses will be kept confidential. Only myself and members of the project staff will know who you are and what you said. Do you have any questions?

1. Please describe, from beginning to end, the components of the articulation process as it operates in this school.

   Interviewer: List the basic components of the process in sequential order.
   Probe for short descriptions of each component when necessary.
   Probe for persons involved in or responsible for each component.
   Probe for location of activity for each component.

2. What specific recruitment activities do pupils from this school experience?

3. What kinds of information are provided to pupils in this school? Please provide samples of these materials.

4. Do you find the Directory of Public High Schools to be useful to the articulation process? In what way?

5. How can the Directory of Public High Schools be improved?

6. In general, would you describe, from beginning to end, the articulation process of high schools which receive pupils from this school.

   Interviewer: List basic components, short descriptions, persons, and location of activities as per question 1.

D4



7) What aspects of the receiving schools' articulation process do you think work best? Why?

Interviewer: List and describe.

8) What aspects of the receiving schools' articulation process do you feel should be reviewed and restructured? Why?

Interviewer: List and describe.

9) What do you do to prepare pupils for applications to specialized schools and programs?

Interviewer: (How effective is it? --- want discussion.)

10) Is there any flexibility to meet special pupil characteristics? (For example: minority, handicapped, low achiever, other)

11) Do you have any procedures to identify the interests and abilities of pupils? What are they?

12) Does your school have any recurrent problems in connection with its articulation process? What are they?

13) What approaches to articulation seem to work best for this school?

14) A. Does the school's reputation affect the articulation process? Why or why not?

B. Does the central board affect the articulation process? In what way?

C. Does community pressure affect the articulation process? How?

D. Does zoning affect the articulation process? How?

E. Does integration affect the articulation process? How?

F. Do court decisions affect the articulation process? Describe.

G. Does the Office of High School Placement affect the articulation process?

H. Do the receiving schools affect the process? In what way?

D4



I. Do contradictions between court decisions and board regulations affect the process? Describe.

15) What connection, if any, do you see between the articulation process and the new competency testing requirements?

16) Do you think there is any connection between the articulation process and the drop-out rate in high schools?

17) Do you think special classes should be conducted for students who have been promoted to high schools, but should have been left back? Why?

18) How can the process of helping students choose the right high school be improved? By whom?

19) We are interviewing the Asst. Principal or the Guidance Counselor, two groups of students--one high-achieving, and one low-achieving--; and the President of the Parents' Association. Are there other persons in this school with articulation roles who could be helpful to our project? Who?

20) Are there other persons outside the school whom we ought to speak with? Who?

21) Are there any matters we have not mentioned that you think are important to an understanding of the articulation process?

E

# HIGH SCHOOL ARTICULATION PROJECT

## GLOSSARY

ACRONYMS:

| | |
|---|---|
| A.P. | Assistant Principal. |
| BCT | Basic Competency Tests |
| BEVG | Bureau of Educational and Vocational Guidance |
| B-Q | Brooklyn-Queens zoning plan for integrating Lane H.S. |
| Brookdale | Brooklyn plan for integrating |
| ESL | English as a Second Language |
| HSP | Office of High School Placement, responsible for ranking and sorting various types of applications, e.g., vocational, educational options. |
| NAACP | National Association for the Advancement of Colored People, initiator of integration lawsuit. |
| Nyquist | former NY State Commissioner of Education, whose name describes a multiple-choice admissions procedure for students living in the zones of Erasmus Hall High School, Brooklyn, and Andrew Jackson High School, Queens |
| OCR | Office of Civil Rights |
| PA | Parents Association |
| PCT | Preliminary Competency Tests |
| PSEN | Pupils with Special Educational Needs - funded remediation programs. |
| PTA | Parent-Teachers Association |
| RCT | Regents Competency Tests |

E



# HIGH SCHOOL ARTICULATION PROJECT

## GLOSSARY

Academic comprehensive high school: one with specific neighborhood zone, smaller than a borough. It offers all courses needed for the New York City high school diploma, plus foreign languages, some exploratory courses in shop, home economics, accounting, and secretarial studies, and electives in many fields.

Articulation: process whereby students move from one level to another. In our study articulation is limited to movement from intermediate or junior high school to high school.

Educational option: a unique or unusual offering by a zoned academic-comprehensive high school. Students may apply for the option even though they live outside the zone. This enlarged area may be a borough or the entire city. No entrance examinations are required. Selection is made so that 25% of the students admitted are below grade, 50% on grade, and 25% above grade.

Intermediate school: one with grades 6 - 8 or 7 - 8.

Junior high school: one with grades 7 -- 9.

Programming: the process of designing educational programs for students; not to be confused with computer programming, although the latter may be used to draw up schedules.

Skip zoning: a zoning plan which includes two or more non-contiguous areas.

Special course: this term, to be distinguished from specialized high school, refers to a course given in a zoned academic-comprehensive high school. Admission is based on written examinations, and the criteria for addresses of students vary.

Special Education: program for handicapped students and gifted/talented.

E

# HIGH SCHOOL ARTICULATION PROJECT

## GLOSSARY

Specialized high school: there are 3 specialized science and two specialized arts schools offering advanced courses of study. Admission is based on written examination. In addition, the arts schools require auditions. These schools draw students from the entire city.

Title I: legislation funding remedial programs.

Tophat: An integration plan for a group of Brooklyn schools.

Vocational-technical high school: specializes in job training in many areas, such as electrical shop, machine shop, aviation, printing, etc. There are two levels of curriculum. For the vocational, admission is by application only. For the technical, written examinations are required.

Zoned: referring to a school with area, within specific boundaries, from which its students are drawn.

F-

STRENGTHS - Master Sheet

| Coded Categories | 1 | 10 | 14 | 15 | 17 | 18 | 19 | 25 | 26 | 28 | 29A | 29B | 32 | 33 | 34 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Principal-PFS | 39 | 6 | 2 | 11 | 3 | 6 | 15 | 33 | 19 | 16 | 12 | 15 | 4 | 7 | 5 | | | 4 | 1 | 2 | 1 | | | 2 |
| HS | 10 | | 2 | 4 | 2 | 7 | 11 | 19 | | 2 | 5 | 6 | | | 1 | | | | 1 | | 1 | 2 | | |
| NPFS | 5 | | | | | | | 5 | 4 | 7 | 2 | 2 | 3 | | 2 | 1 | 1 | 6 | 1 | | | | 2 | 2 |
| Supervisor of Guidance | 4 | 1 | | 1 | | | 1 | 8 | 4 | 5 | 9 | 9 | 1 | 3 | 3 | | | 2 | | 1 | 1 | | 4 | |
| Assistant Principal-PFS | 6 | 3 | | | | | 5 | 6 | 4 | 2 | 1 | 1 | | 1 | | | | | | | | | | |
| HS | 11 | 1 | 6 | 6 | 4 | 4 | 8 | 38 | 1 | 1 | 10 | 8 | | 2 | 6 | 1 | 1 | | 2 | 1 | 4 | 3 | 1 | 1 |
| NPFS | | | | | | | | | | | | | | | | | | | | | | | | |
| Guidance Counelor-PFS | 33 | 4 | 2 | 7 | 2 | 7 | 5 | 37 | 18 | 18 | 5 | 9 | 5 | 6 | 13 | | | 1 | | | | | | 1 |
| HS | 15 | 1 | | 4 | 1 | 2 | 6 | 25 | 3 | 3 | 2 | 3 | | 1 | 5 | | | | 1 | | | | | |
| NPFS | | | | | | | | | | | | | | | | | | | | | | | | |
| Students-Low Achieving | | | | | | | | | | | | | | | | | | | | | | | | |
| PFS | 11 | | | | 1 | 1 | 4 | 9 | 2 | | 7 | 6 | 2 | | 10 | 1 | 3 | | | | | | | |
| HS | 6 | | 2 | 3 | 3 | 3 | 6 | 12 | | 1 | 13 | 4 | | | 7 | 1 | 1 | | | | | | | |
| NPFS | 10 | | | | | 2 | 5 | 7 | 1 | 3 | 1 | 3 | | | 5 | 1 | | | | | | | | |
| Students-High Achieving | | | | | | | | | | | | | | | | | | | | | | | | |
| PFS | 36 | | 4 | 2 | 2 | | 14 | 4 | 11 | 14 | 6 | 3 | | 2 | 17 | 3 | 5 | 1 | | | | | | |
| HS | 7 | | 4 | | | 1 | 7 | 9 | 2 | | 13 | 7 | | | 9 | 5 | | | | | | | | |
| NPFS | 18 | | 4 | | 2 | | 2 | 6 | 3 | 3 | 3 | 5 | 2 | 1 | 7 | 1 | 2 | | 1 | | | | 1 | |
| Parents- PFS | 11 | | 1 | 3 | 2 | | 4 | 20 | 6 | 10 | 3 | 5 | 1 | | 4 | | 3 | 1 | | | | | | |
| HS | 4 | | 2 | 3 | | 2 | | 8 | 1 | 3 | 4 | 1 | | | 2 | 1 | 1 | 1 | | | | | | |
| NPFS | 2 | | | | | 1 | | 2 | 1 | | | | | | | | | | | | | | | |
| TOTALS | 228 | 16 | 29 | 36 | 22 | 36 | 93 | 248 | 87 | 88 | 96 | 87 | 18 | 23 | 94 | 14 | 21 | 16 | 7 | 4 | 7 | 5 | 8 | 6 |

LEGEND: PFS - Public Feeder School
HS - High School
NPFS - Nonpublic Feeder School

51.

## PROBLEMS - Master Sheet

| Coded Categories | 1 | 2 | 3 | 4 | 8 | 11A | 11B | 12 | 15 | 16 | 18 | 19 | 20 | 21 | 22A | 22B | 23 | 25 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Principal-PFS | 2 | 15 | 11 | 18 | 15 | 4 | 16 | 9 | 4 | 9 | 27 | 8 | 13 | 5 | 4 | 2 | 11 | 11 | 8 | | 1 | | 2 | 3 | | | 3 |
| HS | 2 | 21 | 7 | 8 | 21 | 6 | 5 | 7 | 12 | | 2 | 10 | 14 | 19 | 1 | 1 | 3 | 9 | 3 | | 9 | 1 | 2 | 4 | 1 | 2 | |
| NPFS | | 6 | 1 | 6 | 5 | 2 | 3 | 4 | | | 1 | 11 | 10 | | 1 | 1 | 1 | 1 | 2 | | 1 | | 1 | 2 | | 1 | |
| Supervisor of Guidance | 4 | 15 | 17 | 11 | 28 | 2 | 14 | 9 | 9 | 2 | 17 | 6 | 11 | 6 | 3 | 1 | 8 | 12 | 7 | 4 | 9 | 5 | 1 | | 1 | 5 | 1 |
| Assistant Principal-PFS | 1 | 4 | 3 | 3 | 5 | 2 | 4 | 4 | | 11 | 2 | | 3 | | | | 3 | 6 | 2 | | 1 | | | | | | |
| HS | | 8 | 5 | 10 | 8 | 4 | 6 | 8 | 15 | | 11 | 3 | 3 | 9 | 1 | 1 | 6 | 12 | 3 | | 2 | | | 1 | | 1 | 1 |
| NPFS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guidance Counselor-PFS | 7 | 34 | 15 | 27 | 17 | 7 | 13 | 13 | 6 | 20 | 17 | 7 | 15 | 4 | 2 | 4 | 12 | 10 | 5 | 3 | 1 | 2 | 2 | 2 | 1 | | |
| HS | | 3 | 4 | 2 | 6 | 3 | 17 | 7 | 17 | 1 | 12 | 6 | 12 | 5 | 3 | 3 | 11 | 2 | 2 | | | | | | | | 1 |
| NPFS | | | | | | | | | | | | 1 | 1 | | | | | | | | | | | | | | |
| Students-Low Achieving | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PFS | 1 | | | | | 7 | 23 | 7 | | | 20 | 8 | 9 | | 4 | 2 | 1 | 2 | | 2 | 1 | | | | | | |
| HS | 2 | | 2 | | | 9 | 20 | 4 | | | 22 | | 5 | 2 | 2 | 2 | 5 | 1 | | | | | | | | | |
| NPFS | 1 | | | 2 | | 2 | 13 | 3 | | | 6 | 7 | 12 | 1 | | | 3 | 1 | 1 | 1 | | 1 | | | | | |
| Students-High Achieving | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PFS | 7 | | 1 | | 1 | 4 | 31 | 21 | | 1 | 12 | 13 | 26 | 7 | 5 | 6 | 1 | 1 | 5 | | | | 3 | | 1 | | 2 |
| HS | 4 | | 1 | | 3 | 15 | 23 | 8 | | | 13 | 3 | 14 | 2 | 1 | 1 | 6 | | 6 | | | 1 | 2 | 1 | 1 | | |
| NPFS | | | | | | 4 | 9 | 5 | | 1 | 1 | 6 | 10 | 2 | | 2 | 3 | | | | | | | | | | 1 |
| Parents - PFS | 2 | | 2 | | 4 | 5 | 10 | 8 | | | 6 | 1 | 4 | 5 | | | 2 | 4 | 2 | | | | 2 | | | | |
| HS | | | 1 | | 2 | 7 | 3 | 2 | | 1 | 10 | 3 | 8 | | 3 | 3 | 2 | 2 | 2 | | 5 | 1 | 1 | | | | |
| NPFS | | | | | | 1 | 1 | 1 | | | | 1 | 4 | 1 | | | | 1 | 1 | | | | | | | | 1 |
| TOTALS | 33 | 106 | 70 | 87 | 115 | 84 | 211 | 120 | 63 | 46 | 179 | 94 | 174 | 68 | 30 | 29 | 78 | 75 | 49 | 10 | 30 | 11 | 16 | 13 | 5 | 9 | 10 |

LEGEND: PFS= Public Feeder School
HS= High School
NPFS= Nonpublic Feeder School

F3

RECOMMENDATIONS - Master Sheet

| Coded Categories | | 1 | 2 | 3 | 6 | 8 | 10C | 10D | 10F | 11 | 13 | 15 | 16 | 18A | 18B | 19 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Principal - | PFS | 3 | 8 | 7 | 4 | 5 | | | | 4 | 6 | | 10 | 1 | 1 | 7 | 5 | 3 | | 2 | 6 | | 2 | 3 |
| | HS | 3 | 7 | 5 | 1 | | | | | | 1 | 1 | | 1 | | 3 | 1 | 2 | 2 | 2 | 1 | 1 | | 1 |
| | NPFS | | 2 | 2 | 3 | | | | | 2 | 1 | | | | | | 4 | | 1 | 2 | | | | |
| Supervisor of Guidance | | | 4 | 19 | 2 | 2 | 3 | 4 | | 4 | 13 | | 9 | | | 5 | 10 | 5 | 2 | 2 | 5 | 5 | 2 | |
| Assistant Principal-PFS | | | 3 | 1 | 1 | 2 | 1 | 1 | | 1 | | | 6 | | | 1 | | | | | 1 | 1 | | |
| | HS | | 7 | 7 | 2 | 2 | 2 | | | | 5 | 1 | 4 | | | 8 | 1 | 1 | 2 | 1 | | | | |
| | NPFS | | | | | | | | | | | | | | | | | | | | | | | |
| Guidance Counselor-PFS | | 2 | 10 | 3 | 6 | 4 | 2 | 2 | | 7 | 9 | 2 | 11 | 1 | 2 | 3 | 2 | 2 | | 2 | 2 | 2 | | |
| | HS | 1 | 8 | 5 | 5 | 2 | 4 | | | 2 | 7 | 2 | 4 | 1 | | 1 | 1 | 2 | | 1 | | | 1 | |
| | NPFS | | | | | | | | | | | | | | | | | | | | | | | |
| Students-Low Achieving | | | | | | | | | | | | | | | | | | | | | | | | |
| | PFS | | 6 | | 2 | 6 | 4 | 2 | | | 3 | | 5 | 1 | 1 | 1 | 2 | 2 | | 1 | 4 | 2 | | 1 |
| | HS | | 3 | | | 4 | 3 | | | | 1 | | 5 | | 2 | 3 | 1 | | | | | 1 | | |
| | NPFS | | 3 | | 3 | | 2 | 2 | | 2 | 1 | | 1 | | | 1 | 2 | 1 | | | 2 | 1 | | |
| Students-High Achieving | | | | | | | | | | | | | | | | | | | | | | | | |
| | PFS | | 11 | | 4 | 6 | 2 | 2 | | | 8 | | 8 | | 1 | 3 | 2 | 4 | 2 | | 9 | 1 | 1 | |
| | HS | | 3 | 1 | 3 | 3 | 3 | | | | 3 | | 2 | 2 | | 2 | 2 | 1 | 2 | | 2 | | | 1 |
| | NPFS | | 5 | | 2 | 1 | 2 | 2 | | 1 | | | 1 | | | | 2 | | | | | | | |
| Parents- | PFS | 1 | 9 | 3 | 2 | 1 | | | | 1 | 3 | | 6 | 1 | | 3 | 1 | 3 | | | 3 | 3 | 2 | 3 |
| | HS | 1 | 8 | 2 | 3 | 1 | | | | | 3 | 1 | 4 | 1 | | 2 | 5 | 1 | 1 | | 1 | | | |
| | NPFS | | 1 | | | | | | | | | | 1 | | | | 1 | | | | 1 | | | |
| TOTALS | | 11 | 98 | 55 | 43 | 39 | 28 | 15 | | 24 | 64 | 7 | 77 | 9 | 7 | 42 | 42 | 27 | 12 | 13 | 37 | 17 | 8 | 9 |

LEGEND: PFS = Public Feeder School
HS = High School
NPFS = Nonpublic Feeder School

53.

PART D: SCHOOL CHOICES

Please examine the schools in the appropriate list below. Then indicate your order of preference by writing the numbers 1 through 16 on the lines next to the schools you would consider attending. When you write "1" next to a school, this will mean it is your first choice, "2" means your second choice, "3" means your third choice, "4" means your fourth choice, "5" means your fifth choice, "6" means your sixth choice, etc. It is important that you list 16 schools in the order o your preference because then we will make every effort to give you the highest possible choice. If you do not indicate 16 choices, the Board of Education may be required to assign you a seat in an available school which you have not chosen. If you do list 16 schools, you will be assigned to one of your choices. (Curriculum, address and transportation information for each of the above schools will be found in the Directory of Public High Schools"). You may pick schools from any borough in your list.

LIST A - Receiving Schools for Black, Hispanic and other minority pupils only

| BROOKLYN | QUEENS | BRONX | STATEN ISLAND |
|---|---|---|---|
| ___ EA Canarsie | ___ FA Andrew Jackson** | ___ GA H.Lehman | ___ HA New Dorp |
| ___ EB Erasmus* | ___ FB Bayside | | ___ HB Tottenville |
| ___ EC John Dewey | ___ FC Beach Channel | | |
| ___ ED Lafayette | ___ FD Benjamin Cardozo | | |
| ___ EE Lincoln | ___ FE Forest Hills | | |
| ___ EF Madison | ___ FF Francis Lewis | | |
| ___ EG Sheepshead Bay | ___ FG Richmond Hill | | |
| ___ EH Fort Hamilton | ___ FH Martin VanBuren | | |
| ___ EI Midwood | ___ FI John Adams | | |
| ___ EJ New Utrecht | ___ FJ Grover Cleveland | | |
| ___ EK F.D.R. | | | |
| ___ EL Murrow | | | |

* Brooklyn sending schools only ** Queens sending schools only

LIST B - Receiving Schools for White Pupils not of Hispanic origin

| BROOKLYN | QUEENS | BRONX | MANHATTAN |
|---|---|---|---|
| ___ AA Bay Ridge | ___ BA Flushing | ___ CA Childs | ___ DA Franklin |
| ___ AB Boys & Girls | ___ BB Hillcrest | ___ CB Clinton | ___ DB Haaren |
| ___ AC Erasmus | ___ BC Andrew Jackson | ___ CC Monroe | ___ DC Hughes |
| ___ AD Jefferson | ___ BD Jamaica | ___ CD Morris | ___ DD M.L. King |
| ___ AE Prospect Hts. | ___ BE August Martin | ___ CE Stevenson | ___ DE Julia Richman |
| ___ AF Wingate | ___ BF Newtown | ___ CF Taft | ___ DF George Washington |
| ___ AG Tilden | ___ BG Springfield Gns. | ___ CG Walton | ___ DG Seward Park |
| ___ AH Sarah Hale | ___ BH John Bowne | | |
| ___ AI Clara Barton | ___ BI Far Rockaway | | |